



# ENVIRONMENTAL BEHAVIOUR AMONG SENIOR SECONDARY STUDENTS OF KOTA (RAJ.)

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## ABSTRACT

Environmental education aims to equip the individuals with knowledge, attitude and skills in order to raise concern for the environment and to work towards solutions of environmental problems and the prevention of new ones. Environmental education programs have mainly focused on increasing environment knowledge, to change the environmental behaviour. The present study measured the environmental behaviour by a standard tool in senior sec. students of different schools which includes different variables like gender, Type of Management, Locality and Medium of instructions. The Rural girl students showed the highest level of environmental behavior. The level of environmental behaviour is not affected by type of Management and Medium of instructions. Whether Gender and Locality affects the level of environmental behaviour in students. The Rural students and Girl students were score high on EBS. (Environmental behavior scale)

**KEYWORDS:** Environmental Behaviour, Environmental education, Environmental Behavior Scale, Gender, Rural, Urban, Senior Secondary students, English Medium, Hindi medium, Govt. Pvt. Schools.

## INTRODUCTION:

The fast emerging economy of India is resulting in rapid degradation of environment. Now India is experiencing multi-sectoral growth in agriculture, manufacturing, transport and urbanization, in synergy with a geometric rise in its human population and degradation of its natural habitat (CMF, 2009; CPCB 2009.) The problem in handling the environment degradation is not only the lack of scientific knowledge but the inner will to act for protecting environment. Most of the people do not take this as a serious issue.

Environmental Education programs have mainly focused on increasing environmental knowledge to change Environmental behavior. (polley and connor. 2000) Higher Education aims to raise responsibility and competent individuals with knowledge, skills and value who will contribute to an improving world, therefor As Corcoran and wals (2004) say: higher education can play a pivotal role in turning Society towards sustainability hence the importance of scope and Target of Environmental Education in higher education curricula must be recognized. But Environmental education still does not find an important place in the curriculum of major universities and educational institutes. The environmental syllabus must include the psychological approach so that the students must motivated enough to behave in environmental safe manner. Environmental Behaviour: The term Behaviour is hard to define, some educators define it as any learning as a change in behaviour; often without the presumption that this will in term, lead to change in any form of expressed behaviour. Environmental behavior is often referred to as environmental literacy and requires a transferal of skills and increase in motivation to act environmentally responsible manner (Jacobson et al., 2006) Environmental Behaviour is an observable movement of the organisms generally taken to include verbal behaviour as well as physical movement towards the changes in environment. In simple terms Environmental behaviour can be regarded as response of any person that shows its relationship to its environment. Environmental behaviour provides outputs from the organism to its environment. Simply environment behaviour is what they are doing to and for environment.

The study attempts to compare the Environmental Behaviour among the senior secondary students of different schools of Kota. The key objectives of the study is:

To compare the Environmental Behaviour of Sr. Sec. School students with respect to the following variables:

- Gender (Male & Female)
- Type of Management
- Locality
- Medium of instruction.

## RESEARCH METHODOLOGY:

The present study was based on survey method and stratified sampling. The Stratified sampling design provided due to representation gender, locality, Type of management and medium of instruction. The sample of the present study consisted a total of 800 senior secondary students selected from different schools of Kota.

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**Table I. Sample Demography**

S. No.	Variable	Categories	Sample	Percentage
1.	Gender	Male	400	50
		Female	400	50
2.	Locality	Rural	200	25
		Urban	200	25
3.	Type of Management	Govt.	400	50
		Pvt.	400	50
4.	Medium of Instruction	English	200	25
		Hindi	200	25

The standardized tool of Environmental Behaviour Scale (EBS) by Urmila Verma and Archana Singhal was use to measure environmental behaviour among students. The score of tool ranged from 0 (minimum) to 60 (maximum). On each sampling date the tool is administered to the students of selected schools. Clear instruction was given to the students to properly attempt the test. The completed test booklets were scored strictly according to prescribed manual. The scores so obtained were tabulated and processed by standard statistical methods.

## HYPOTHESIS TESTING:

To test the response with regard to Environmental behaviour with different independent variables like gender, type of management etc, different hypothesis were formulated and subsequently tested:

**Ho1:** There is no significant difference in level of environmental behaviour among male and female senior secondary students of different schools of Kota.

**Ho2:** There is no significant difference in level of environmental behaviour among Sr. Sec. students of Govt. and Pvt. schools of Kota.

**Ho3:** There is no significant difference in level of environmental behaviour among Sr. Sec. students of Rural and Urban Govt. schools of Kota.

**Ho4:** There is no significant difference in level of environmental behaviour among Sr. Sec. students of English medium private schools & Hindi medium private Schools of Kota.

**Data Analysis:** Collected data were edited, coded and fed into computer and analyzed by Calculated, Mean, Standard deviation (SD) and T Value.

Table II: Comparison of Environmental Behaviour of different senior secondary school students.

Sr. No.	Variable	Categories	Frequency	Mean	SD	T Value	Result	
							5% Level	1% Level
1.	Gender	Male	400	45.20	11.68	5.87	Significant	Significant
		Female	400	50.02	8.7			
2.	Type of Management	Govt.	400	47.70	8.4	1.99	Not Significant	Not Significant
		Pvt.	400	46.20	12.50			
3.	Locality	Rural	200	49.15	4.7	3.11	Significant	Significant
		Urban	200	47.49	6.05			
4.	Medium of Instruction	English	200	45.13	5.09	1.89	Not significant	Not significant
		Hindi	200	46.06	4.70			

**RESULT AND DISCUSSION:**

It is well evident from table II that the H2 and H3 were accepted which means that the level of environmental behaviour does not affected by the medium of instruction (English/Hindi) and Type of management of schools whether govt. or pvt. However the Hypotheses H1 is rejected which means that level of environmental behaviour in female students is higher, this might be due to different level of understanding of environmental issues. It may also due to fact that females in general by virtue of their behaviour adopt more ecofriendly practices. The Hypothesis H3 is also rejected which means that the level of environmental behaviour in rural students is higher than the urban students, may be because they face the environmental problems more practically than the urban students. The mean score of EBS of rural girls students is high among all other variables it may be because they became use too of choosing alternative or more ecofriendly behavior due to scarcity of resources and are more concern of environmental issues as they are in more touch with natural and clean environment. So it can be concluded, that to develop high level of environmental behaviour in student we must teach them in practical situation & try to show them real environmental problems in fields and make them sensitise to behave sustainably, and train them to be less exploitive in their use of natural resources.

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